

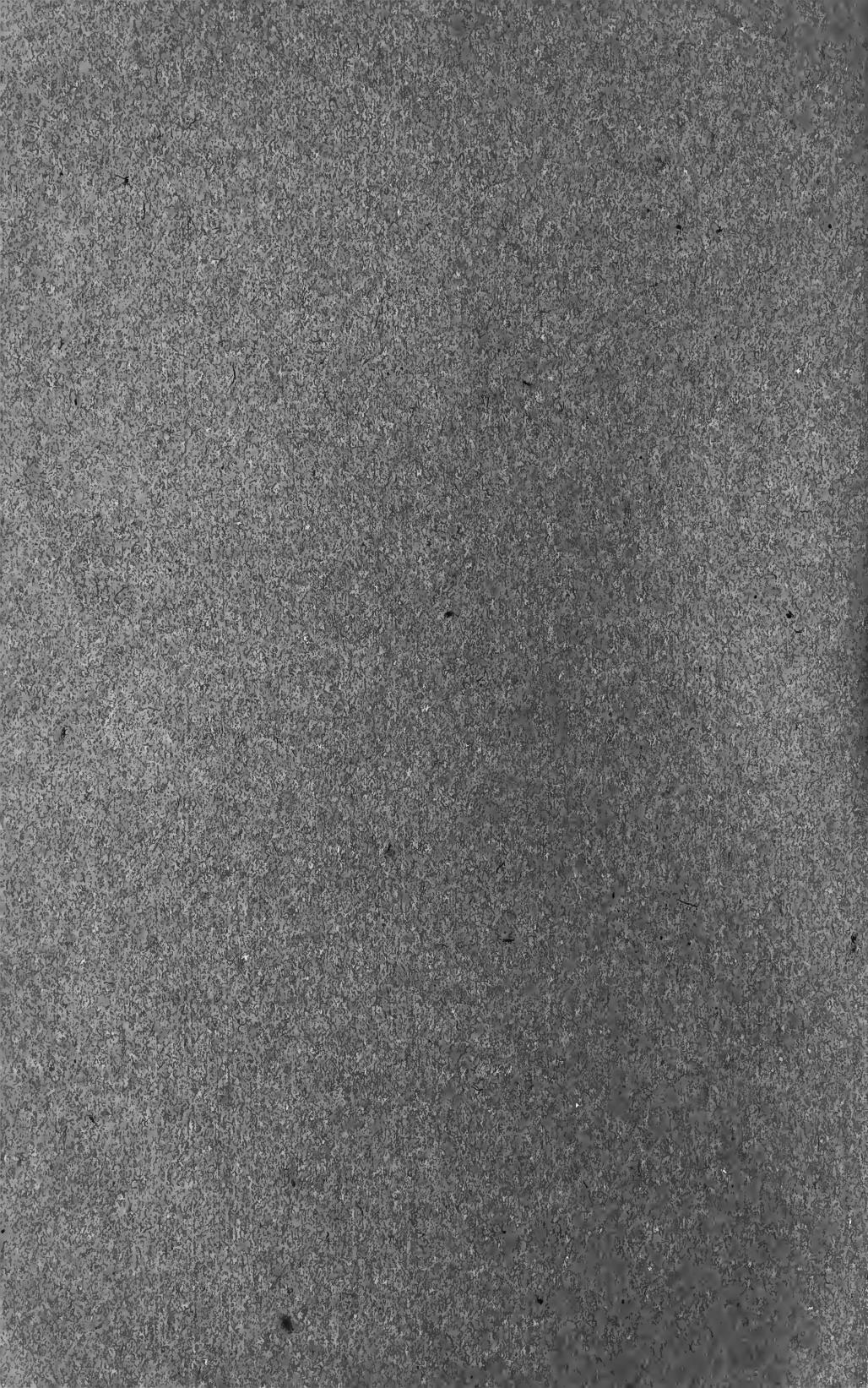
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The Work of Hampton



THE
HAMPTON
NORMAL AND AGRICULTURAL
INSTITUTE

HAMPTON, VA.



SAMUEL CHAPMAN ARMSTRONG (1839-93)

Founded Hampton Institute 1868

Hampton Institute Press

1905



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12 Ap '05





VIEW FROM THE SCHOOL WHART

LOCATION

None of the branches of the Chesapeake (Mother of Waters) can compare in beauty with Hampton Roads, that famous battleground of the Monitor and Merrimac. Hampton Institute is situated at the mouth of a broad inlet overlooking these historic waters, about three miles from Fort Monroe, Old Point Comfort. Between the Institute and the Fort lies the National Soldiers' Home, and six miles away on the James are the famous shipyards of Newport News. A few miles farther up the river are the historic ruins of Jamestown, whose tri-centennial is to be celebrated with a great exposition in 1907. There is a significant interest in the fact that the first cargo of Negro slaves was landed there in 1619, not far from this institution, the first one founded for the industrial training of their emancipated descendants.

INCORPORATION

The school was started soon after the war, under the auspices of the American Missionary Association, at the suggestion of Gen. S. C. Armstrong, who was made its principal. In 1870 it was chartered by special act of the General Assembly of Virginia, thus becoming independent of any church organization. It is not a government, state, or denominational school, but is a private corporation controlled by a board of seventeen trustees, representing different sections of the country and seven religious denominations, no one of which has a majority.

STUDENTS

From its modest beginning 37 years ago, with 15 colored students, the numbers have steadily increased. In 1878 Col. R. H. Pratt brought 15 Indian prisoners of war from St. Augustine to Hampton. The enrollment for the present year has been 715 Negro and 100 Indian boarders, and 465 colored children from the neighborhood, who receive instruction in the Whittier Training School, making a total of 1280.



MANSION HOUSE, CHURCH, AND ACADEMIC HALL

EQUIPMENT

The school grounds contain over 188 acres, exclusive of the Shell-banks Farm. There are 60 buildings, including the church, library, museum, dormitories, recitation halls, trade school, domestic science and agriculture building, hospital, gymnasium, printing office, greenhouses, barn, workshops, laundry, offices, and dwellings of the officers and teachers. The equipment of many of these buildings is excellent, but in some cases quite inadequate for the needs of the students. All of the young men have military drill, which is of incalculable value in teaching habits of promptness, neatness, and obedience. The teachers are the best that can be found, men and women inspired with a noble purpose.

AIMS

Before industrial education was introduced into this country, General Armstrong, from his experience in the Hawaiian Islands with one of the undeveloped races, realized its importance. In his own words: "What the Negro (and Indian) needs at once is elementary and industrial education and moral development. The race will succeed or fail as it shall devote itself with energy to agriculture and the mechanic arts or avoid those pursuits, and its teachers must be inspired with the spirit of hard work and acquainted with the ways that lead to material success." Hampton's aim has always been the training of sane and sound leaders for Negro and Indian communities through the development of character, economic independence, and the power of initiative.



WHITTIER PRACTICE SCHOOL

DEPARTMENTS

Academic The academic course is four years in length and includes English branches in both grammar and high school grades. The Negro's melodious voice is trained in singing and the members of the school band receive some necessary instruction in instrumental music, but foreign languages are not taught. A large proportion of the colored students, including the trade-pupils, work during the day, and attend night school.

Post-graduate Normal courses are given in Business, Agriculture, and Trades, as well as in kindergarten and public school teaching.

Agriculture The importance of agriculture in the solution of the Negro and Indian problems is fully recognized and every student in the school now receives more or less instruction concerning the soil, and vegetable and animal life. In addition to the model farm, poultry yards, dairy, orchards, and experiment garden, the school has a well-stocked farm of six hundred acres in practical operation six miles away. The young men who work there rise before the sun, but even a long day's labor does not deter them from attending the night school where they receive instruction which fits them to enter the regular academic classes. A class of earnest young women also attend this farm school, preparing themselves, not only through books, but through the domestic duties of farm life, for their future responsibilities in teaching their people right ways of living.



ARMSTRONG-SLATER MEMORIAL TRADE SCHOOL

The Trade Department includes courses in carpentry, wood turning, bricklaying, plastering, painting, wheelwrighting, blacksmithing, machine work, steam fitting, tailoring, shoe and harness making, tinsmithing, upholstering, and printing.
Trades

A trade course usually occupies three years—the first in the trade school; the second in one of the productive industries, where the student gets an idea of the commercial value of his work; and the third in the trade school again, where the course is completed.

Besides offering opportunities for teaching the student the market value of his work, the productive industries, including the various shops, two large farms, and the boarding departments, enforce Hampton's principle of self-help, by providing the students with work for which they are credited on their accounts.

Each trade is taught with a view to supplying the special needs of the communities to which the students expect to go.

The largest number of students take up carpentry, and to this has been added instruction in bricklaying, painting, and tinsmithing, in order to give the all-round mechanical training which is so greatly needed in the isolated country districts of the South and West. The mental and moral improvement which is made through the careful work exacted of these young men is in itself a result well worth the effort and expense of such training.



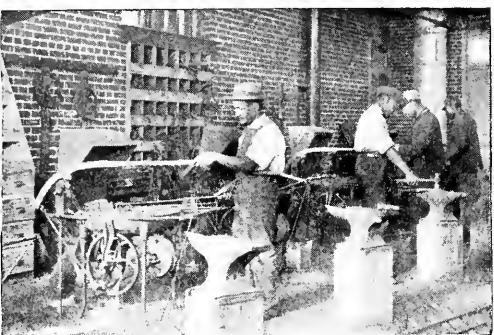
DOMESTIC SCIENCE AND AGRICULTURE BUILDING

Domestic Science In this department the young women are prepared to teach their people the art of home making, sewing, dressmaking, laundering, cooking, and housekeeping. A special course prepares advanced pupils for the position of matron, lady principal, or domestic science instructor.

Summer Institute A summer institute of six weeks is held for the colored teachers of the South, especially those of rural schools, to afford them opportunity for studying methods of teaching the common school branches, and such simple industries as bench work, cooking, sewing, upholstering, agriculture, and dairying. Nature-study is emphasized, and competent lecturers give addresses on a variety of topics. Over four hundred teachers thus gain subject matter and inspiration to take back to communities, the darkness and ignorance of which are quite inconceivable to one who has not traveled through the black belts of the South.

Negro Conference This conference is held for three days during the session of the summer institute and affords opportunity for hundreds of teachers to listen to important social problems pertaining to the welfare of the race, as discussed by the prominent Negro men and women of the country who gather to participate in these meetings.

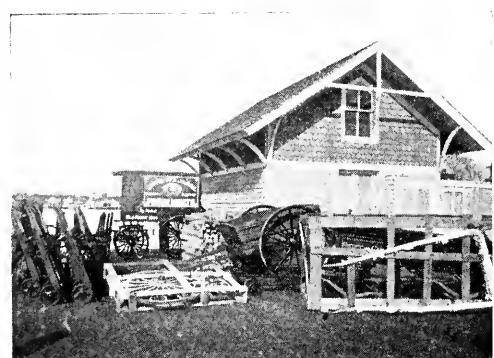
Learning by Doing at Hampton



CLASS IN BLACKSMITHING



CLASS IN CARPENTRY



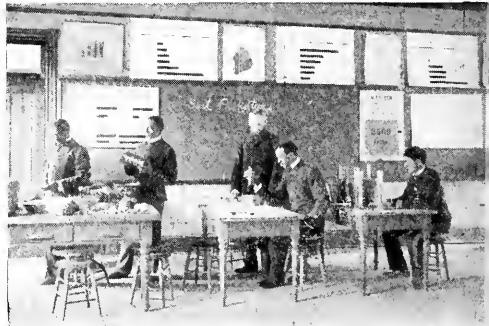
PRODUCTS OF THE TRADE SCHOOL



CLASS IN BRICKLAYING AND PLASTERING



CLASS IN DAIRYING

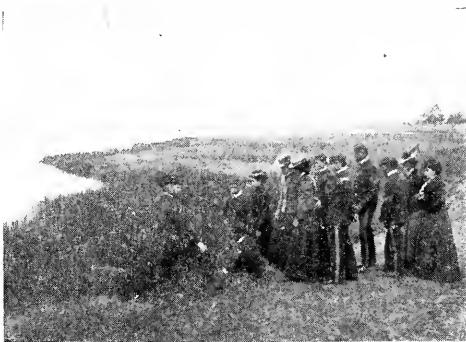


CLASS IN AGRICULTURE

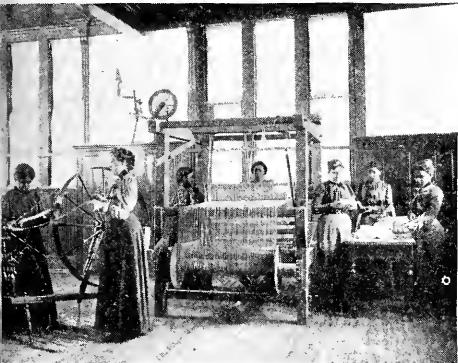
Learning by Doing at Hampton



IN THE WHITTIER GARDEN



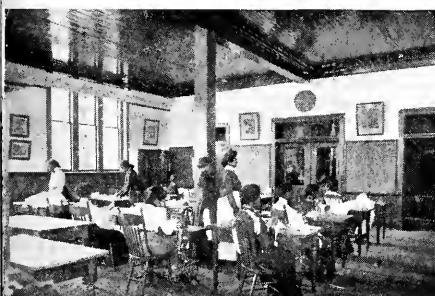
A FIELD LESSON IN AGRICULTURE



CLASS IN WEAVING



IN THE LAUNDRY



CLASS IN SEWING



CLASS IN COOKING



THE ONE-ROOM CABIN

WHAT HAS BEEN DONE FOR THE NEGRO

The influence of Hampton does not cease when the student receives his diploma and leaves the school grounds. A regular system of correspondence is carried on and reports are asked of each ex-student and graduate, at least once a year. In this way the needs of the communities are studied and the results of the work are to a certain extent known.

The total number of Hampton's Negro graduates is 1158, the number of Negro ex-students, not graduates over 5000. A much larger proportion of those who now enter the school, remain to graduate than was the case in former years. Of 277 Negro trade-school graduates, over 60 per cent. are known to be either teaching or practicing their trades. Over 23 per cent. of the men and 47 per cent. of the women graduates now living are teaching at the present time. After following this profession for a few years, the women in many cases marry and the men go into business, buy land and engage in farming, or work at trades. It is impossible for a man to bring up a family on the salary that is paid to a country teacher in the South. Hampton's plan is to give instruction in



HOMES OF NEGRO GRADUATES

trades or farming to those who are to become teachers in rural districts, thus sending properly trained men and women into the country schools and at the same time providing means whereby they can supplement their meager salaries. Over 35 per cent. of Hampton's graduates are either farmers or mechanics. In twelve counties in the immediate vicinity of the school, over 90 per cent. of the Negro farmers own and manage their own farms. It is not too much to claim that these achievements, which have been made entirely since the war, are very largely due to Hampton's teaching.

It has often been said that if Hampton had done nothing more than to train Booker T. Washington its work would have been well worth all the money and effort it has cost. But Hampton can point not only to Booker T. Washington and Tuskegee as examples of its handiwork but to hundreds of other men and women who on a smaller scale but with a like consecration are striving to leaven the whole lump.



INDIAN TEPEE

WHAT HAS BEEN DONE FOR THE INDIAN

Notwithstanding the temptations and difficulties of reservation life Hampton's policy has been to send her children back to their own people where, through the strength and knowledge they have gained, they will be able to aid others in treading the ways of Christianity and civilization. Of the Indians who have been taught here during the past twenty-seven years, seven hundred and twelve are living, and according to the best information obtainable have been classified by their work and influence as follows: Excellent 154, Good 354, Fair 154, Poor 42, Bad 8. According to this classification, 508 returned students are entirely satisfactory, 50 have poor records, and 154 amount to but little either way. They are largely the physically weak and deficient.

The first three Indians were graduated from the academic course in 1882. Since then ninety-three (including those of 1904) have been graduated. Of this number seven have died and the others rank as follows: Excellent 49, Good 25, Fair 7, Poor 4, Bad 1. Twenty-one of these have taken post-graduate courses at Hampton and seventeen have taken advanced courses elsewhere.

All those classified as "good" live Christian lives, are industrious, temperate, moral—in a word, those who may be considered as examples worthy of emulation by the less favored of their people. As a rule, we believe that these are the ones destined to accomplish most among



HOME OF AN INDIAN GRADUATE

a slow-moving people like the Indians, gradually raising the race to higher ways of thought and life without the use of extreme measures such as grate upon the sensibilities of the old Indians and are apt to offend rather than help them.

At the agencies where the Indian returned students are to be observed in the greatest numbers it is found that most of the important positions—those of interpreter, clerk, head farmer, and policeman—are filled by the educated Indians and nearly every place in the trade shops, except that of foreman, is filled by boys who have learned more or less of a trade at school. In the boarding schools, one or more teachers will usually be found in the classrooms and several in industrial positions. Among the camp schools—little oases in the desert of ignorance—a young educated Indian and his wife are very often in charge, doing their best teaching by providing a living object lesson, not only to the children, but to the parents. At several of the agencies influential societies have sprung up among the returned students, holding the leaders together, and sustaining the weak; these organizations have proved of political as well as of ethical value, supplying the places made vacant in civil affairs by the deposition of the chiefs.



VIRGINIA AND CLEVELAND HALLS

WHAT HAS BEEN SAID OF HAMPTON

General S. C. Armstrong "Hampton must not go down. See to it, you who are true to the black and red races of the land, and to just ideas of education."

John G. Whittier "Hampton School is an institution which commends itself to the patriotism and benevolence of the people of the United States."

Hon J. L. M. Curry, LL. D. "One word to our Northern friends. Don't you make a mistake. You may put Hampton at the head of all educational work for the Negro, and I'll join you. It stands without a rival in my judgment in the past and present and for the outlook of the future."

Rt. Rev. Phillips Brooks "Nobody can estimate the value of the work which General Armstrong has done in founding and maintaining the Hampton School."

Booker T. Washington, LL. D. "I have always loved Hampton and she is not only giving the Negro knowledge, but is seeing and reaching the needs of the race as no other institution is doing."

President Charles W. Eliot, LL. D. "If any man is looking for a sure way to benefit the Negro race or the Indian race in the United States let him send money to Hampton Institute, making no restrictions concerning its use. He will surely get there a large return for his money in beneficence."



HUNTINGTON MEMORIAL LIBRARY

Rev. Edward Everett Hale, D. D. "What is better worth doing than what Hampton is doing?"

Hamilton W. Mabir, LL.D. "There have been many great institutions of learning in the history of the past which have done much for the higher life of the world, but the institutions which have taught men how to work and to work efficiently have not been the literary universities, but institutions like Hampton."

Albert Shaw, Ph. D. "If I paid \$10,000 a year for it I could not possibly give my own small boy anywhere in or about New York City the advantages that the Negro child freely enjoys at Hampton Institute."

HOW IS THE SCHOOL SUPPORTED?

The school is very inadequately endowed. No tuition is charged any student, this being provided through scholarships.

The Government provides \$167 a year for the board and clothing of each Indian student to the number of 120; about \$18,000 is received from Government appropriations from the Land Grant and the Agricultural and Mechanical College Funds; in addition to this income, however, it is necessary to raise through voluntary contributions over \$80,000 annually, in order that the young people of these two races may receive the industrial training which will prepare them to aid in uplifting their people from the ignorance, poverty, and superstition which is a menace, not only to the South and West, but to our entire country. Will not each one who feels interest in these great problems help in some way, large or small? *No contribution is too small to be of use.*

HAMPTON'S NEEDS

A fund of at least three million dollars is necessary to place the institution on a firm foundation and relieve it from the yearly struggle to raise the amount needed for current expenses.

Among other important needs are the following:

\$20,000 for an addition to the Trade School.

\$20,000 for the completion of the sewage system, equipment, and connections.

\$20,000 towards a breakwater.

\$18,000 for a new barn.

\$2,500 for electric motors and pumps.

\$2,000 for a new printing press.

Scholarships to provide for 800 students.

Permanent Academic \$2,000	Permanent Industrial \$800
Annual Academic \$70	Annual Industrial \$30

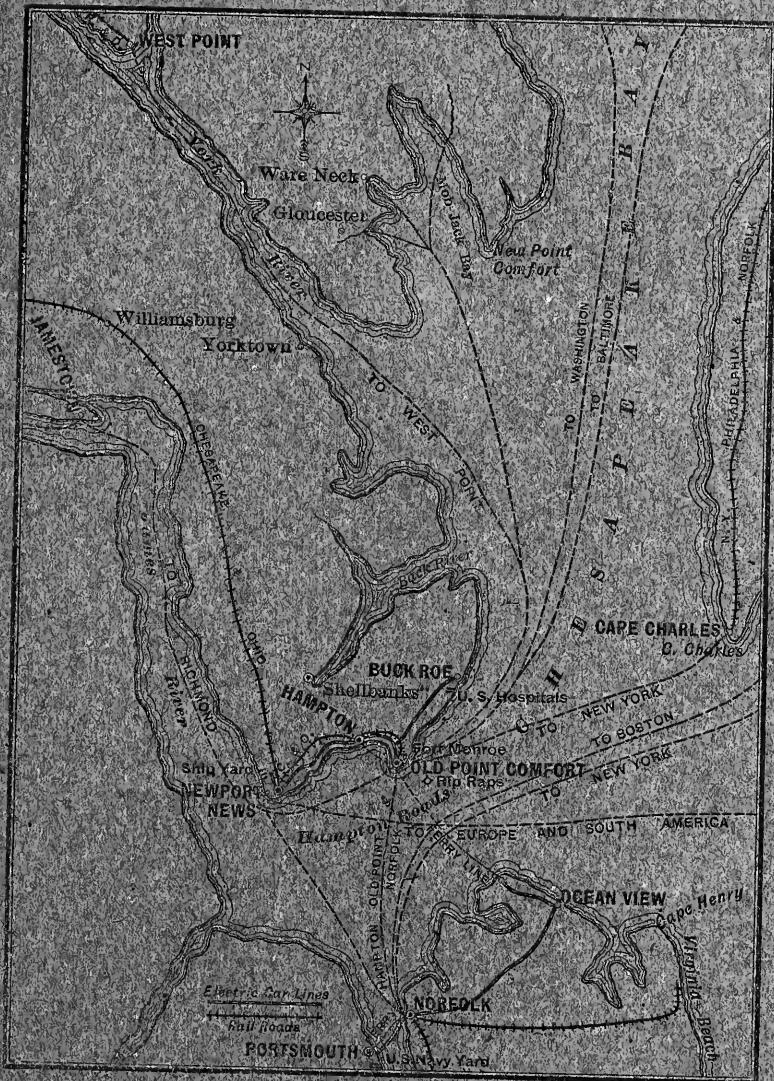
Donations may be sent to H. B. Frissell, Principal, or to Alexander Purves, Treasurer, Hampton, Va.

Circulars and further information will be sent on application.

FORM OF BEQUEST

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va., the sum of dollars, payable, etc.





MAP OF HAMPTON AND VICINITY

LIBRARY OF CONGRESS



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